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ABSTRACT

In fall, 1996, the San Diego Community College District undertook a self-study period to prepare for the Accrediting Commission for Community and Junior Colleges (ACCJC) visit in 1998. Faculty, staff, and students at San Diego City College were asked if the College met the ten standards of the ACCJC as evidence of "good educational practices." Five surveys were distributed: (1) Faculty Accreditation Surveys; (2) Adjunct Faculty Accreditation Surveys; (3) Staff Accreditation Surveys; and (4) Accreditation Student Surveys; and (5) Campus Climate Surveys. Data tables list return rates and are arranged by faculty, staff, and student surveys. Survey results are arranged by "standard" for: standard one--institutional mission; standard two--institutional integrity; standard three--institutional effectiveness; standard four--educational programs; standard five--student support and development; standard six--information and learning resources; standard seven--faculty and staff; standard eight--physical resources; standard nine--financial resources; and standard ten--institutional governance. Study findings included the following: (1) a majority of faculty (81.6%) and staff (72.4%) were familiar with, and recognized the effectiveness of, the College's mission statement; (2) 84.6% of the faculty and 50.9% of the staff felt that the College advocates and demonstrates honesty in representations to its constituencies and the public; (3) a majority of faculty (90.5%) and students (93.6%) were pleased with the quality of teaching and instruction; (4) only 27.8% of the staff felt the College had sufficient staff resources for student services, while 46.1% of the faculty were satisfied; (5) students were twice as likely as the faculty to indicate that the campus library had adequate resources (68.6% compared to 34.4%); (6) a majority of faculty (94.4%), staff (95.3%) and students (81.1%) said that the campus was well-maintained; and (7) 57.5% of the faculty and 36.0% of the staff felt that the administration was structured to provide effective management. (YKH)

ED 413 003

San Diego City College

Accreditation Survey Report

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Fall, 1996

JC 970 559

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San Diego City College

Accreditation Survey Report

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Publication year: Fall, 1996

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San Diego City College Accreditation Surveys
Fall, 1996

BACKGROUND AND METHODOLOGY

Each of the colleges in the San Diego Community College District (SDCCD) is currently accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges. The Commission requires that affiliate institutions undergo periodic self evaluation and peer review:

1. "To assure the educational community, the general public, and other organizations and agencies that an institution has clearly defined objectives appropriate to postsecondary education, has established conditions under which their achievement can reasonably be expected, appears in fact to be accomplishing them substantially, is so organized, staffed, and supported that it can be expected to continue to do so, and meets Commission standards" (ACCJC, 1996).

2. "To encourage institutional development and improvement through self study and periodic evaluation by qualified peer professionals" (ACCJC, 1996).

San Diego City, Mesa, and Miramar Colleges are in the process of preparing for an accreditation visit in 1998. The 1996-1997 academic year is an accreditation self study period for the three colleges.

In order to demonstrate institutional integrity, quality, and effectiveness, the colleges must provide evidence of "good educational practice" by addressing the ten standards identified by the ACCJC. To support the college needs for evidence of good educational practices, the Research Office conducted several activities.

Starting at the end of the spring, 1996 semester, the Accreditation Data Needs Taskforce was convened. The purpose of this taskforce was to identify, coordinate, and support the research and evidence needs for the Self-Study process at the three colleges. Included on this taskforce were the three college Self-study chairs, the Miramar and Mesa College Vice Presidents of Instruction, the City College Vice President of Student Services, the Assistant Chancellor for Student Services, and the Research Office staff. This taskforce identified research needs and reviewed drafts of surveys to be given during the Fall 1996 semester to the faculty, staff, and students. The following activities have been completed:

1. **Faculty Accreditation Surveys** were distributed to all contract faculty (classroom and non-classroom) at City, Mesa, and Miramar Colleges in late August. A second survey was distributed in late September to faculty who did not respond to the first survey. Surveys were returned to the Research Office, where the responses were scored, coded, tabulated, and analyzed. The response rates were approximately 48% (Table 1).

2. **Adjunct Faculty Accreditation Surveys** were placed in faculty mailboxes in late August at City and Miramar Colleges, and sent through campus mail to the Mesa adjunct faculty. Approximately 850 surveys were distributed. Response rates varied dramatically by college, ranging from 5% to 17.5%.

3. **Staff Accreditation Surveys** were handed out during the Classified Staff Breakfast meeting hosted at Mesa College, whereas at the City and Miramar Colleges, the surveys were sent to respondents via school mail. As with the Faculty Accreditation Surveys a census approach was used. The Research Office attempted to survey all staff at the colleges. The response rates were in the 30% range.

4. **Accreditation Student Surveys** were sent to a random sample of classes (equivalent to 15% of the total student population at first census) at each of the three colleges and ECC. Two weeks prior to administering the surveys, letters were sent to the instructor of the classes selected for surveying asking for their participation. In addition, the Academic Senate Presidents at Mesa and City Colleges, and the self study chair at Miramar personally solicited participation from the faculty whose classes were selected for surveying. With these efforts the Research Office was able to achieve over a 90% response rate to the student survey.

5. Additional student survey data were gathered using the telephone registration system during the Spring 1996 and Fall 1996 semesters. The Accreditation Data Needs Taskforce selected the questions from a list developed by the Research Office. These responses were also analyzed and included in this report. To address certain standards related to Campus Climate, responses were taken from the Student, Faculty, and Staff **Campus Climate Surveys** conducted recently.

For brevity and clarity, two conventions are used throughout the report. First, "faculty" and "staff" refer only to faculty and staff who responded to a particular question (not all faculty and staff at a college). Second, the term "agree" includes "agree" and "strongly agree" responses; "disagree" includes "disagree" and "strongly disagree" responses. Further, reported percentages are based on the number of respondents (i.e., does not include "don't know" and no responses). Although many of the responses can be included as evidence for more than one standard, they are reported only once under the most appropriate standard.

RETURN RATES
FACULTY, STAFF, AND STUDENT ACCREDITATION SURVEYS
(AS OF 10/15/96)

FACULTY SURVEYS

Campus	CONTRACT			ADJUNCT			BOTH *		
	Distributed	Returned	Return Rate	Distributed	Returned	Return Rate	Total Distributed	Total Returned	Return Rate
City	166	79	47.6%	275	29	10.5%	441	111	25.2%
Mesa	230	105	45.7%	360	63	17.5%	590	177	30.0%
Miramar	60	31	51.7%	150	7	4.7%	210	40	19.0%
ECC	N/A	N/A	N/A	65	7	10.8%	65	8	12.3%

* Includes unknown position status

STAFF SURVEYS

CAMPUS	Distributed	Returned	Return Rate
City	200	64	32.0%
Mesa	275	86	31.3%
Miramar	83	24	28.9%
ECC	15	7	46.7%

STUDENT SURVEYS

CAMPUS	CLASS RESPONSE			STUDENT RESPONSE	
	Distributed	Returned	Return Rate	N	%
CITY	79	74	93.7%	1773	14.1
MESA	106	93	87.7%	2576	12.4
MIRAMAR	39	37	94.9%	900	14.1
ECC	9	8	88.9%	155	15.0

Prepared by: Research & Planning

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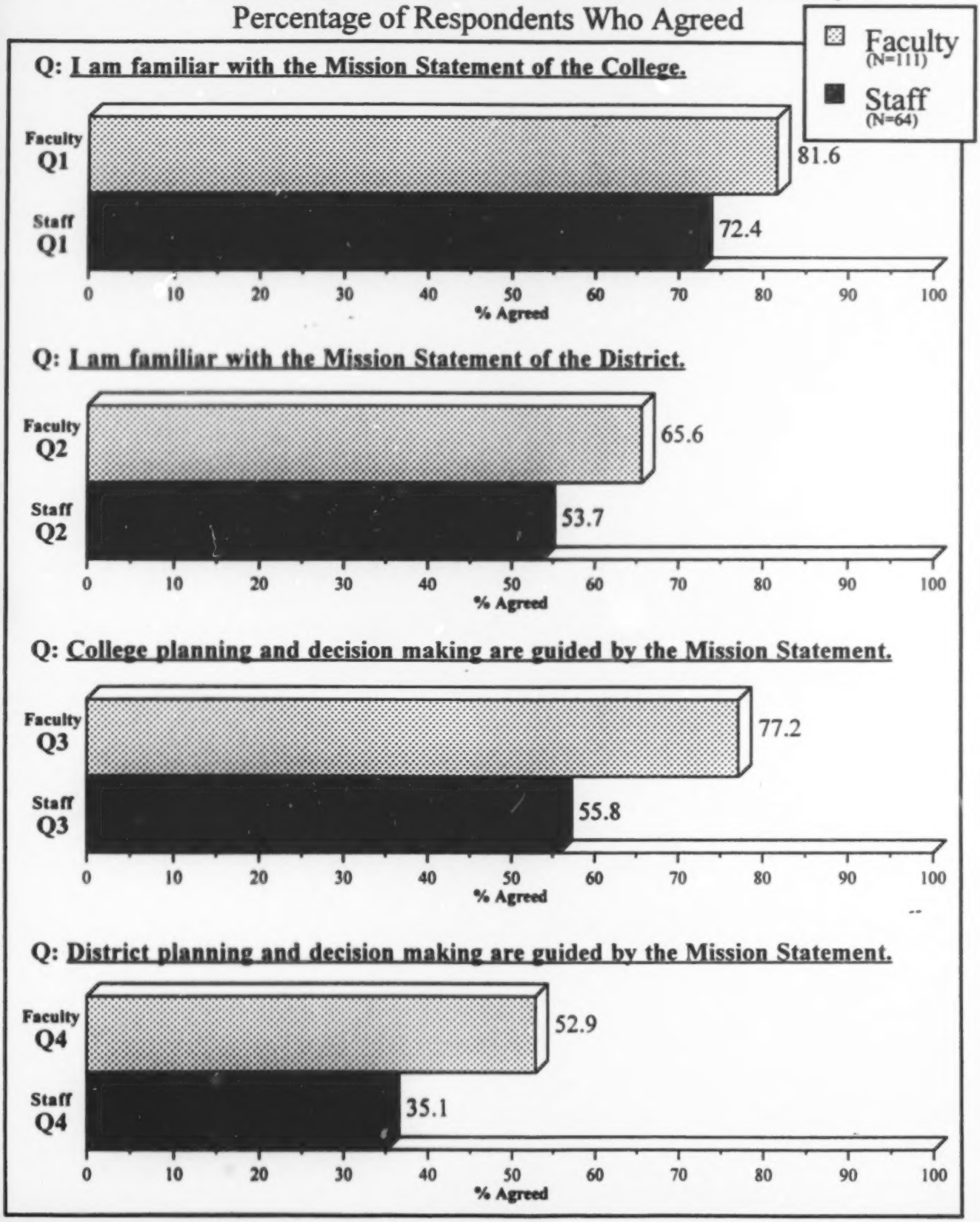
STANDARD ONE: INSTITUTIONAL MISSION

The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.

Over 80% of the City College faculty who responded to the survey stated that they were familiar with the mission statement of the College (81.6%); two-thirds (65.6%) were familiar with the mission of the District. City College staff who responded to the survey were slightly less likely to report familiarity with the mission statement of the College (72.4%) and of the District (53.7%). Over three-quarters of the faculty respondents believed that College planning and decision making are guided by the mission statement (77.2%) compared to 55.8% of the staff. About half of the faculty (52.9%) and one-third (35.1%) of the staff agreed that District planning and decision making are guided by the mission statement.

Standard One: Institutional Mission
1996 City College Faculty and Staff Accreditation Survey
Percentage of Respondents Who Agreed


Faculty (N=111)
Staff (N=64)
Q: I am familiar with the Mission Statement of the College.
Faculty Q1
81.6
Staff Q1
72.4
0 10 20 30 40 50 60 70 80 90 100
% Agreed
Q: I am familiar with the Mission Statement of the District.
Faculty Q2
65.6
Staff Q2
53.7
0 10 20 30 40 50 60 70 80 90 100
% Agreed
Q: College planning and decision making are guided by the Mission Statement.
Faculty Q3
77.2
Staff Q3
55.8
0 10 20 30 40 50 60 70 80 90 100
% Agreed
Q: District planning and decision making are guided by the Mission Statement.
Faculty Q4
52.9
Staff Q4
35.1
0 10 20 30 40 50 60 70 80 90 100
% Agreed

Percent agreed includes respondents who reported agreed and strongly agreed.
Research and Planning December 5, '96

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STANDARD TWO: INSTITUTIONAL INTEGRITY

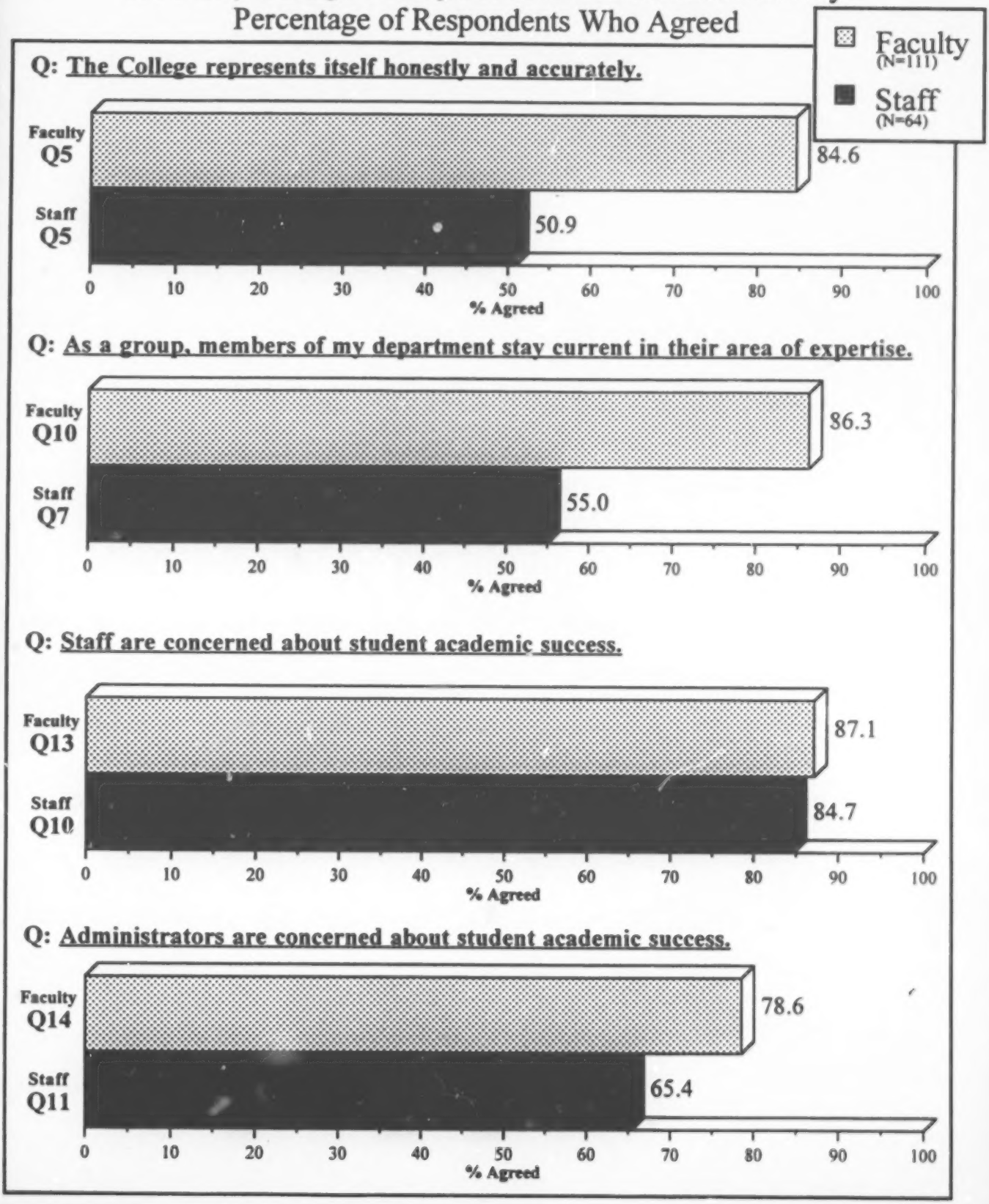
The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.

Eighty-five percent of the faculty respondents believed that the College represents itself honestly and accurately (84.6%) and that official publications are precise, accurate, and current (85.2%). Staff who responded to the survey were less likely to agree with these two statements (50.9% and 73.8%, respectively). Eighty percent of student respondents thought that official College publications are precise, accurate, and current (79.3%).

The vast majority of faculty (95.2%) and students (90.1%) indicated that faculty attempt to be fair and objective in the presentation of course materials. Almost all of the faculty respondents (96.4%) reported that they were familiar with the College policies on plagiarism and academic honesty, as was 73.7% of students. The majority of faculty (86.3%) and staff (55.0%) believed that members of their department stay current in their area of expertise.

Most of the faculty (95.5%), staff (86.0%), and student (79.8%) respondents felt that faculty are concerned about student academic success. Approximately seven of eight respondents (87.1% faculty, 84.7% staff) thought that staff are concerned about student success. A smaller proportion of faculty (78.6%) and staff (65.4%) said that administrators are concerned about student academic success. Most of the respondents felt that they are personally treated with respect at City College (85.5% faculty, 75.0% staff, 90.8% students).

Standard Two: Institutional Integrity
1996 City College Faculty and Staff Accreditation Survey
Percentage of Respondents Who Agreed


Faculty (N=111)
Staff (N=64)
Q: The College represents itself honestly and accurately.
Faculty Q5
84.6
Staff Q5
50.9
0 10 20 30 40 50 60 70 80 90 100
% Agreed
Q: As a group, members of my department stay current in their area of expertise.
Faculty Q10
86.3
Staff Q7
55.0
0 10 20 30 40 50 60 70 80 90 100
% Agreed
Q: Staff are concerned about student academic success.
Faculty Q13
87.1
Staff Q10
84.7
0 10 20 30 40 50 60 70 80 90 100
% Agreed
Q: Administrators are concerned about student academic success.
Faculty Q14
78.6
Staff Q11
65.4
0 10 20 30 40 50 60 70 80 90 100
% Agreed

Percent agreed includes respondents who reported agreed and strongly agreed.
Research and Planning December 5, '96

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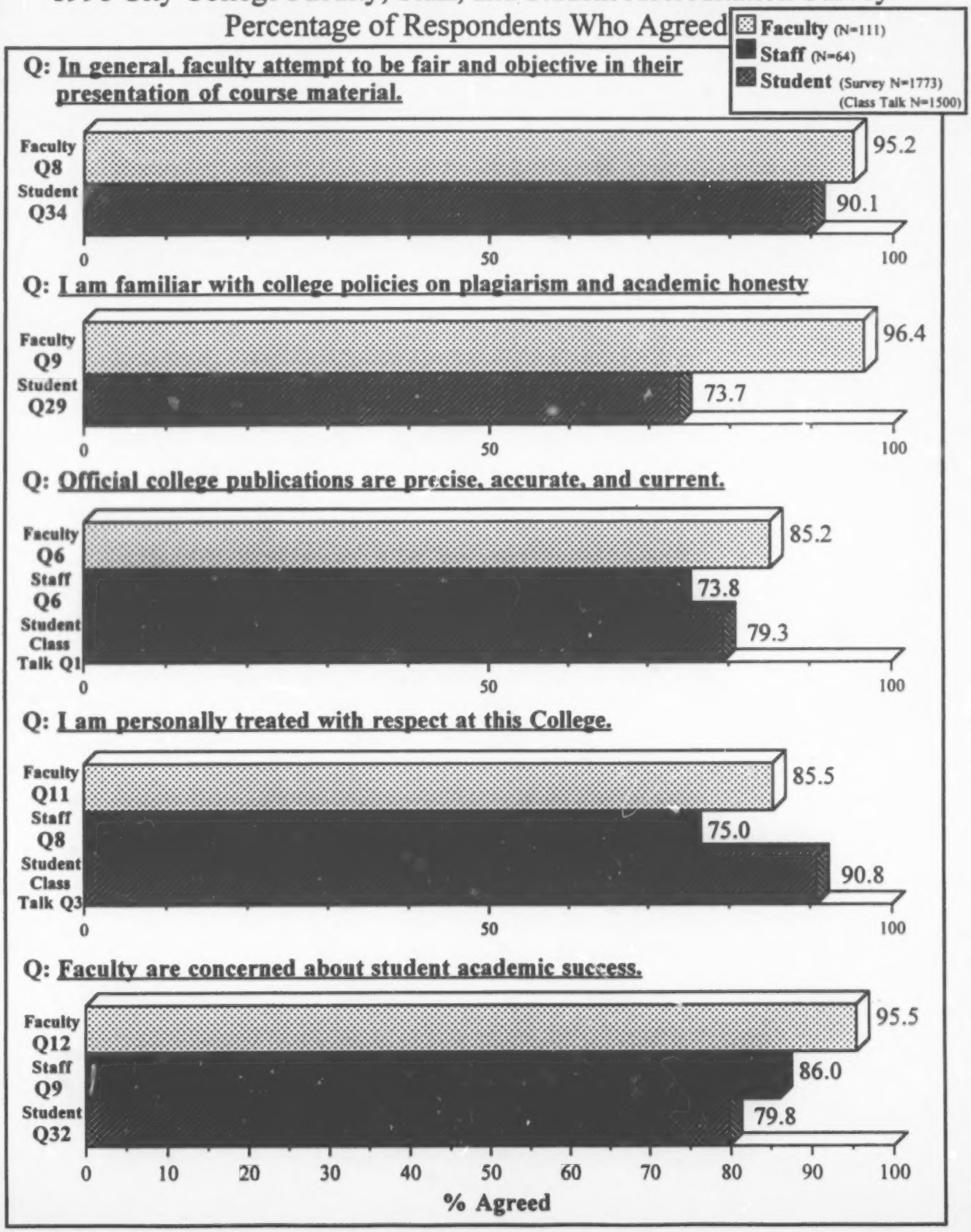
Standard Two: Institutional Integrity
1996 City College Faculty, Staff, and Student Accreditation Survey
Percentage of Respondents Who Agreed



Percent agreed includes respondents who reported agreed and strongly agreed.
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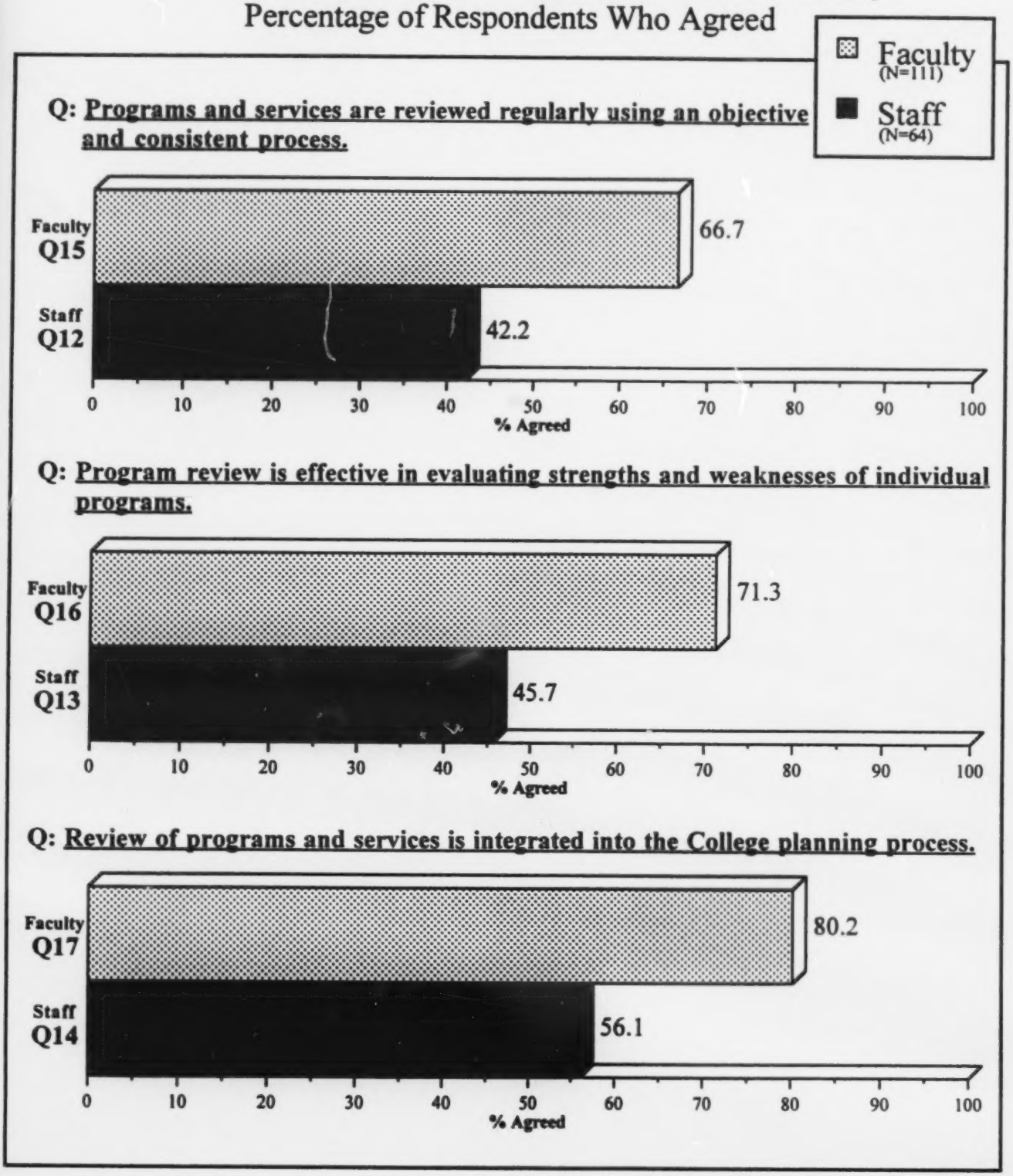
STANDARD THREE: INSTITUTIONAL EFFECTIVENESS

The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes which can be validated by objective evidence.

City College faculty who responded to the Institutional Effectiveness questions were more likely than staff to answer affirmatively. Two-thirds of the faculty agreed that program and services are reviewed regularly using an objective and consistent process compared to 42.2% of City staff. Faculty were more likely than staff to indicate that program review is effective in evaluating strengths and weaknesses of individual programs (71.3% compared to 45.7%) and that it is integrated into the College planning process (80.2% compared to 56.1%).

Standard Three: Institutional Effectiveness
1996 City College Faculty and Staff Accreditation Survey
Percentage of Respondents Who Agreed


Faculty (N=111)
Staff (N=64)
Q: Programs and services are reviewed regularly using an objective and consistent process.
Faculty Q15
66.7
Staff Q12
42.2
0 10 20 30 40 50 60 70 80 90 100
% Agreed
Q: Program review is effective in evaluating strengths and weaknesses of individual programs.
Faculty Q16
71.3
Staff Q13
45.7
0 10 20 30 40 50 60 70 80 90 100
% Agreed
Q: Review of programs and services is integrated into the College planning process.
Faculty Q17
80.2
Staff Q14
56.1
0 10 20 30 40 50 60 70 80 90 100
% Agreed

Percent agreed includes respondents who reported agreed and strongly agreed.
Research and Planning December 5, '96

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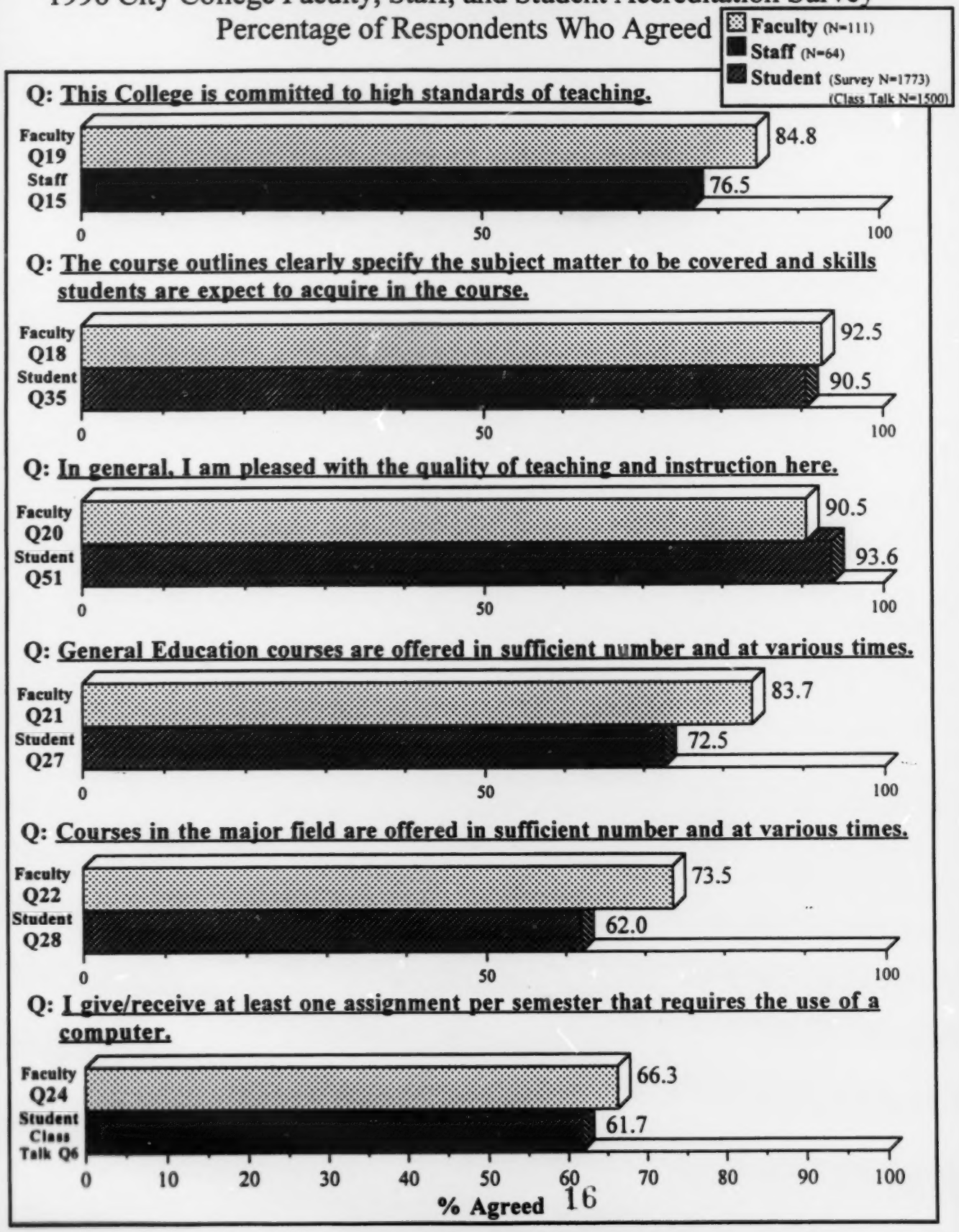
STANDARD FOUR: EDUCATIONAL PROGRAMS

The institution offers collegiate-level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.

The vast majority of faculty (90.5%) and student (93.6%) respondents reported being pleased with the quality of teaching and instruction at City College. Three-quarters of the staff (76.5%) and 84.8% of the faculty believed that City College is committed to high standards of teaching.

Over ninety percent of faculty (92.5%) and students (90.5%) stated that the course outlines clearly specify the subject matter to be covered and skills students are expected to acquire in the course. Faculty were slightly more likely than students to indicate that general education courses (83.7% faculty compared to 72.5% students) and courses in major fields (73.5% faculty compared to 62.0% students) are offered in sufficient number and at various times for students to complete their program within a reasonable period of time. There was concurrence on the giving and receiving of at least one assignment per semester that required the use of a computer (66.3% of faculty and 61.7% of students agreed).

Standard Four: Educational Programs
1996 City College Faculty, Staff, and Student Accreditation Survey
Percentage of Respondents Who Agreed


Faculty (N=111)
Staff (N=64)
Student (Survey N=1773)
(Class Talk N=1500)
Q: This College is committed to high standards of teaching.
Faculty Q19
Staff Q15
84.8
76.5
Q: The course outlines clearly specify the subject matter to be covered and skills students are expect to acquire in the course.
Faculty Q18
Student Q35
92.5
90.5
Q: In general, I am pleased with the quality of teaching and instruction here.
Faculty Q20
Student Q51
90.5
93.6
Q: General Education courses are offered in sufficient number and at various times.
Faculty Q21
Student Q27
83.7
72.5
Q: Courses in the major field are offered in sufficient number and at various times.
Faculty Q22
Student Q28
73.5
62.0
Q: I give/receive at least one assignment per semester that requires the use of a computer.
Faculty Q24
Student Class Talk Q6
66.3
61.7
0 10 20 30 40 50 60 70 80 90 100
% Agreed

Percent agreed includes respondents who reported agreed and strongly agreed. Research and Planning December 5, '96

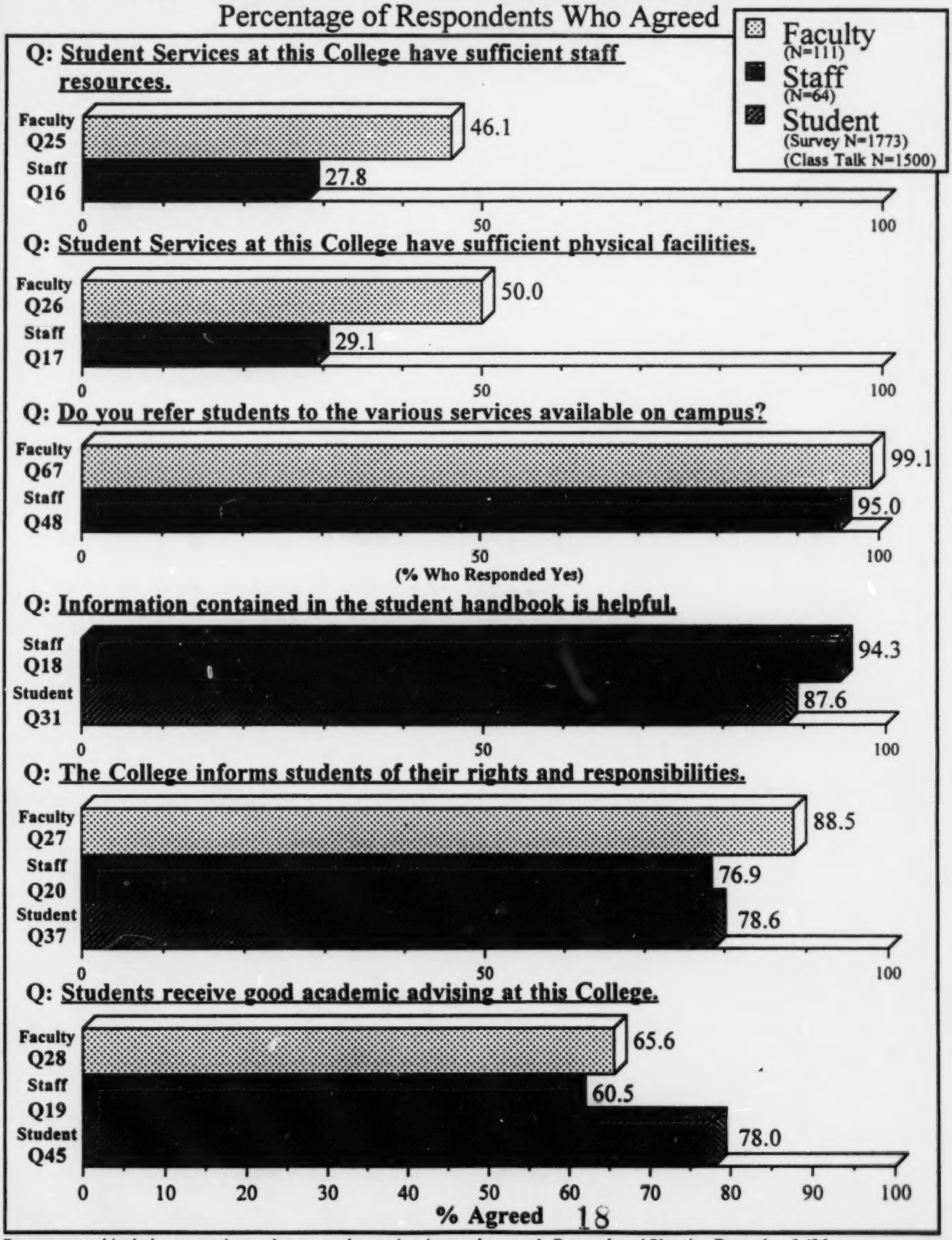
STANDARD FIVE: STUDENT SUPPORT AND DEVELOPMENT

The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.

Faculty respondents were almost twice as likely as staff to report that student services at City College has sufficient staff resources (46.1% compared to 27.8%) and physical facilities (50.0% compared to 29.1%). Almost all of the respondents (99.1% faculty, 95.0% staff) said that they refer students to the various services available on campus.

The vast majority of staff (94.3%) and students (87.6%) indicated that the information contained in the student handbook is helpful to students. Most also agreed that the College informs students of their rights and responsibilities (88.5% faculty, 76.9% staff, 78.6% students). Students (78.0%) were the most likely, compared to faculty (65.6%) and staff (60.5%), to say that students receive good academic advising at City.

Standard Five: Student Support and Development
1996 City College Faculty, Staff, and Student Accreditation Survey
Percentage of Respondents Who Agreed



Percent agreed includes respondents who reported agreed and strongly agreed. Research and Planning December 5, '96

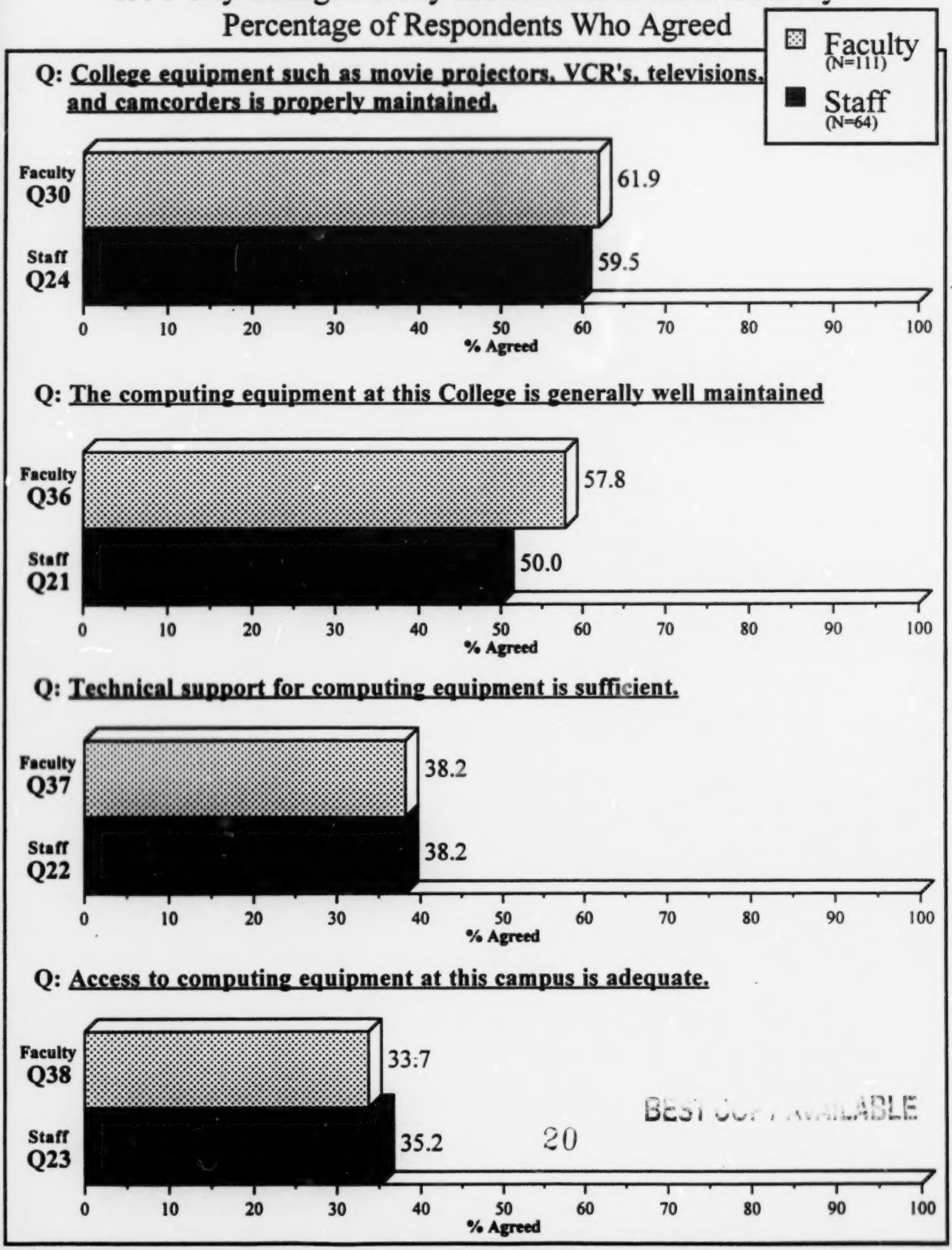
STANDARD SIX: INFORMATION AND LEARNING RESOURCES

Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

About sixty percent of faculty (61.9%) and staff (59.5%) indicated that equipment (movie projectors, VCR's, televisions, camcorders) is properly maintained. A smaller proportion said that computing equipment is generally well maintained (57.8% faculty, 50.5% staff). About 38% reported that technical support for computing equipment is sufficient (38.2% of both faculty and staff). Just over one-third of faculty (33.7%) and staff (35.2%) believed that access to computing equipment at City College is adequate.

Faculty and students differed on their perceptions of the campus library. The vast majority of students (93.4%) reported that the College library is open when they needed it compare to 78.6% of faculty. Students were twice as likely as faculty to indicate that the campus library has adequate and up-to-date resources for their needs (68.6% compared to 34.4%). Eighty-three percent of faculty (82.7%) reported giving at least one assignment per semester that requires the use of the library; 70.6% of students indicated they had received such an assignment.

Standard Six: Information and Learning Resources
1996 City College Faculty and Staff Accreditation Survey
Percentage of Respondents Who Agreed


Faculty (N=111)
Staff (N=64)
Q: College equipment such as movie projectors, VCR's, televisions, and camcorders is properly maintained.
Faculty Q30
61.9
Staff Q24
59.5
0 10 20 30 40 50 60 70 80 90 100
% Agreed
Q: The computing equipment at this College is generally well maintained
Faculty Q36
57.8
Staff Q21
50.0
0 10 20 30 40 50 60 70 80 90 100
% Agreed
Q: Technical support for computing equipment is sufficient.
Faculty Q37
38.2
Staff Q22
38.2
0 10 20 30 40 50 60 70 80 90 100
% Agreed
Q: Access to computing equipment at this campus is adequate.
Faculty Q38
33.7
Staff Q23
35.2
0 10 20 30 40 50 60 70 80 90 100
% Agreed

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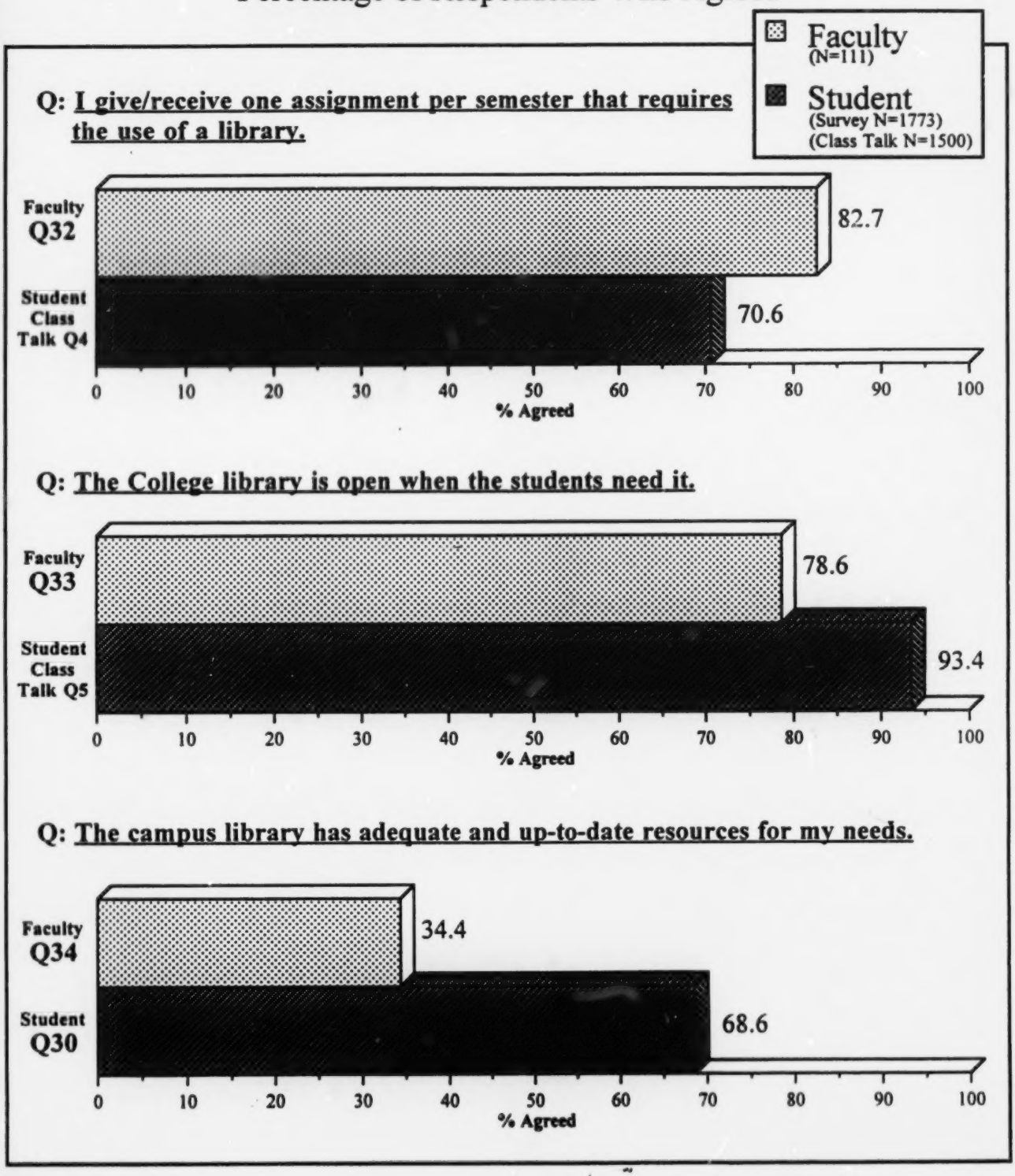
Percent agreed includes respondents who reported agreed and strongly agreed. Research and Planning December 5, '96

Standard Six: Information and Learning Resources
1996 City College Faculty and Student Accreditation Survey
Percentage of Respondents Who Agreed


Faculty (N=111)
Student (Survey N=1773) (Class Talk N=1500)
Q: I give/receive one assignment per semester that requires the use of a library.
Faculty Q32
82.7
Student Class Talk Q4
70.6
0 10 20 30 40 50 60 70 80 90 100
% Agreed
Q: The College library is open when the students need it.
Faculty Q33
78.6
Student Class Talk Q5
93.4
0 10 20 30 40 50 60 70 80 90 100
% Agreed
Q: The campus library has adequate and up-to-date resources for my needs.
Faculty Q34
34.4
Student Q30
68.6
0 10 20 30 40 50 60 70 80 90 100
% Agreed

Percent agreed includes respondents who reported agreed and strongly agreed.
Research and Planning December 5, '96

STANDARD SEVEN: FACULTY AND STAFF

The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.

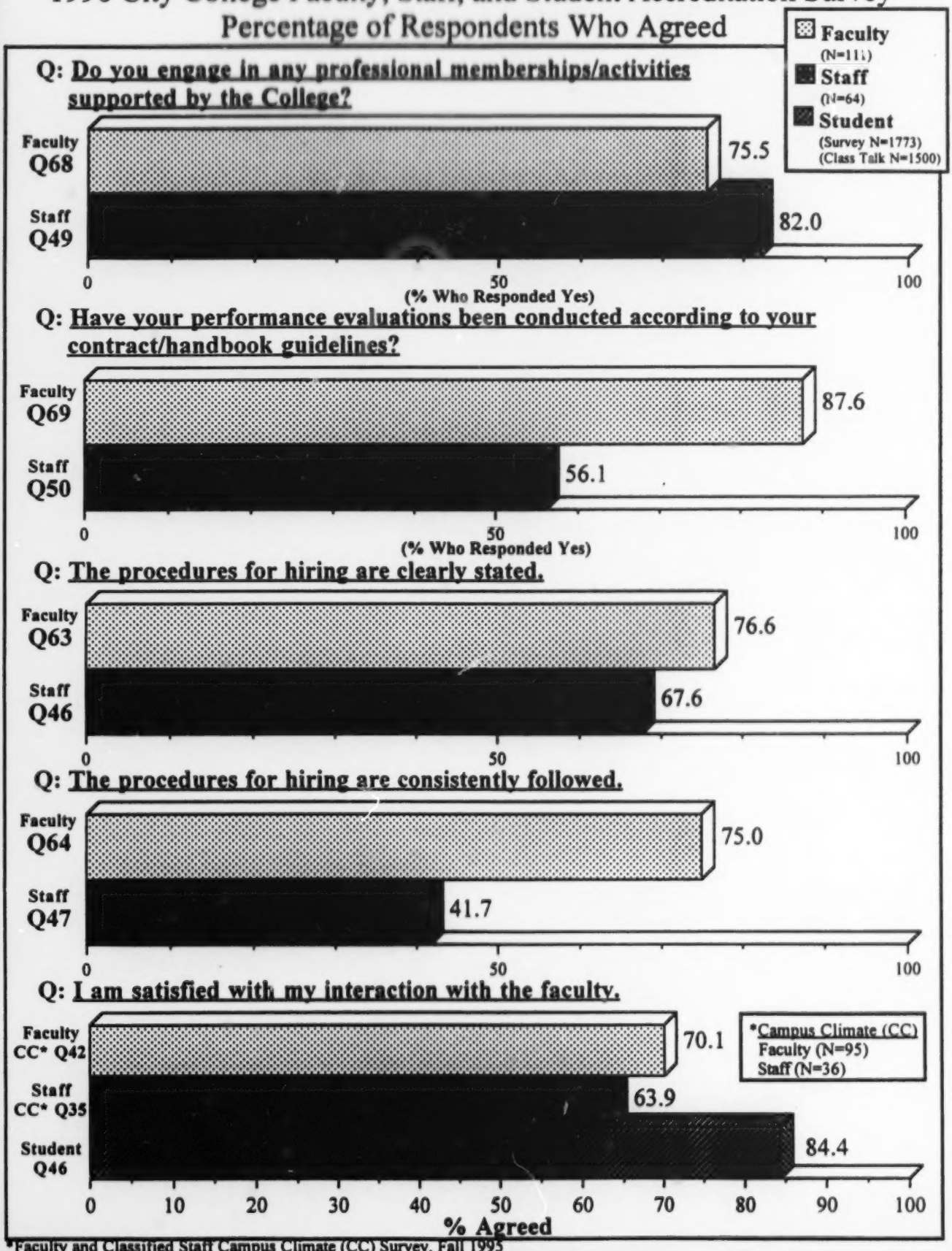
The majority of faculty (75.5%) and staff (82.0%) reported that they engage in professional memberships/activities supported by the College. Seven out of eight faculty respondents (87.6%) and slightly fewer of staff (56.1%) agreed said that their performance evaluations were conducted in accordance with their contract/handbook guidelines. Three-quarters of the faculty who had served on a hiring committee within the last five years believed that procedures for hiring are clearly stated (76.6%) and consistently followed (75.0%). Staff who had served on a hiring committee within the last five years were less likely to agree with both statements (67.6% and 41.7%, respectively).

Students (84.4%) were the most likely, compared to staff (63.9%) and faculty (70.1%) respondents, to report being satisfied with their interaction with faculty.

Standard Seven: Faculty and Staff

1996 City College Faculty, Staff, and Student Accreditation Survey

Percentage of Respondents Who Agreed



*Faculty and Classified Staff Campus Climate (CC) Survey, Fall 1995

Percent agreed includes respondents who reported agreed and strongly agreed. Research and Planning December 5, '96

STANDARD EIGHT: PHYSICAL RESOURCES

The institution has sufficient and appropriate physical resources to support its purposes and goals.

A majority of faculty (94.4%), staff (95.3%), and students (81.8%) said that the campus grounds are pleasing and adequately maintained. Most of the respondents also indicated that exterior features of the campus buildings are well maintained (80.6% faculty, 72.6% staff, 81.8% students). Fewer than half of the faculty (39.3%) and staff (45.2%) respondents indicated that the interior of classrooms, offices, and restrooms are adequately maintained. Students were asked about maintenance of the interior of classrooms only; 81.8% said that classrooms were adequately maintained.

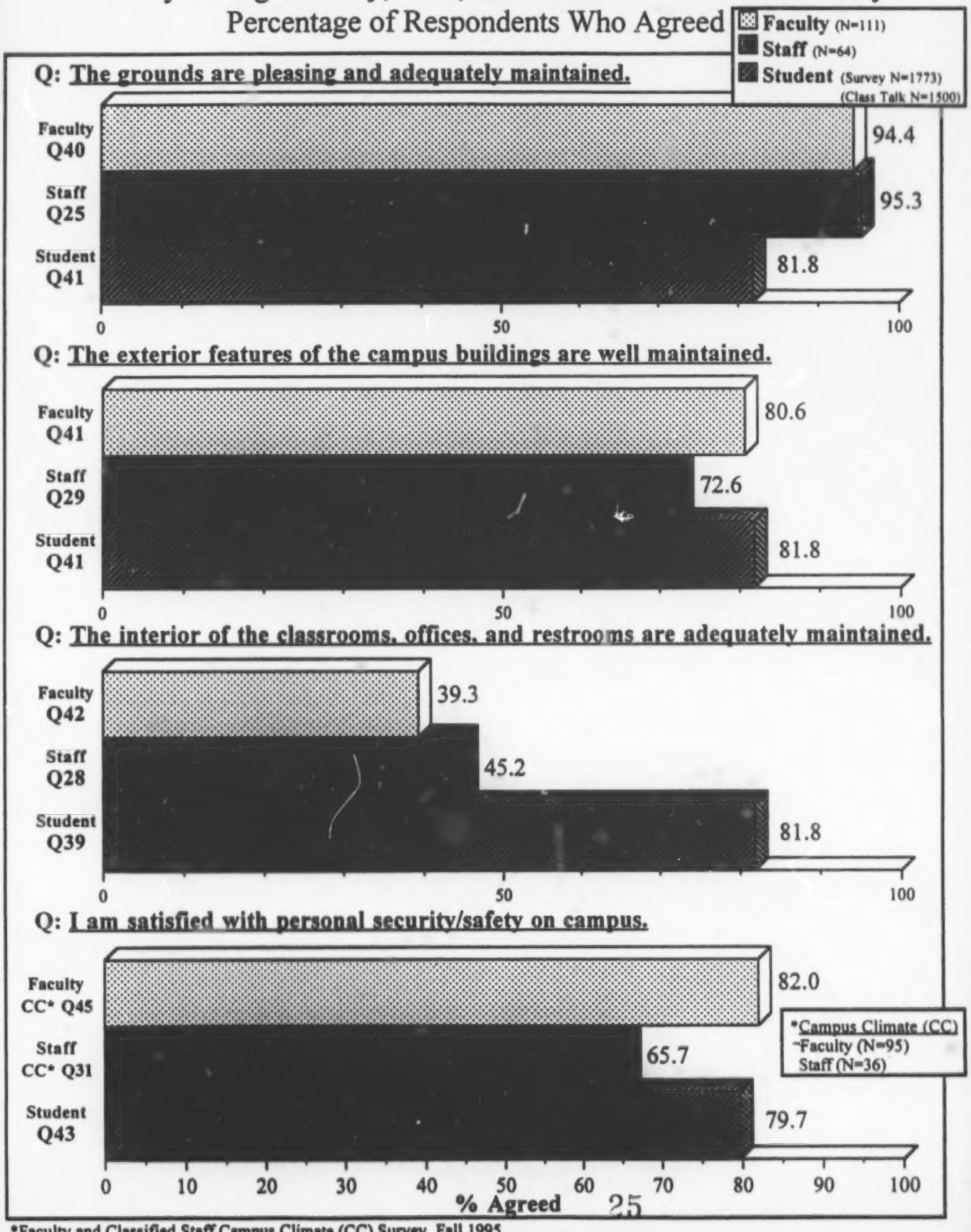
Eighty percent of students (79.7%) were satisfied with personal security/safety on campus. Faculty and staff were asked about personal safety on the Campus Climate survey administered in fall 1995. Eighty-two percent of faculty respondents and 65.7% of staff were satisfied with safety on campus.

Less than half of faculty (48.6%) and staff (44.4%) respondents indicated that their assigned classroom or workspace is adequate to support their program or work function. Even fewer thought that classrooms and offices are well-ventilated and the temperature comfortable (34.0% faculty, 37.3% staff). A higher proportion reported that safety hazards are removed promptly (72.2% faculty, 63.9% staff) and that the lighting of the College is adequate and kept in working order (83.0% faculty, 68.3% staff).

Standard Eight: Physical Resources

1996 City College Faculty, Staff, and Student Accreditation Survey

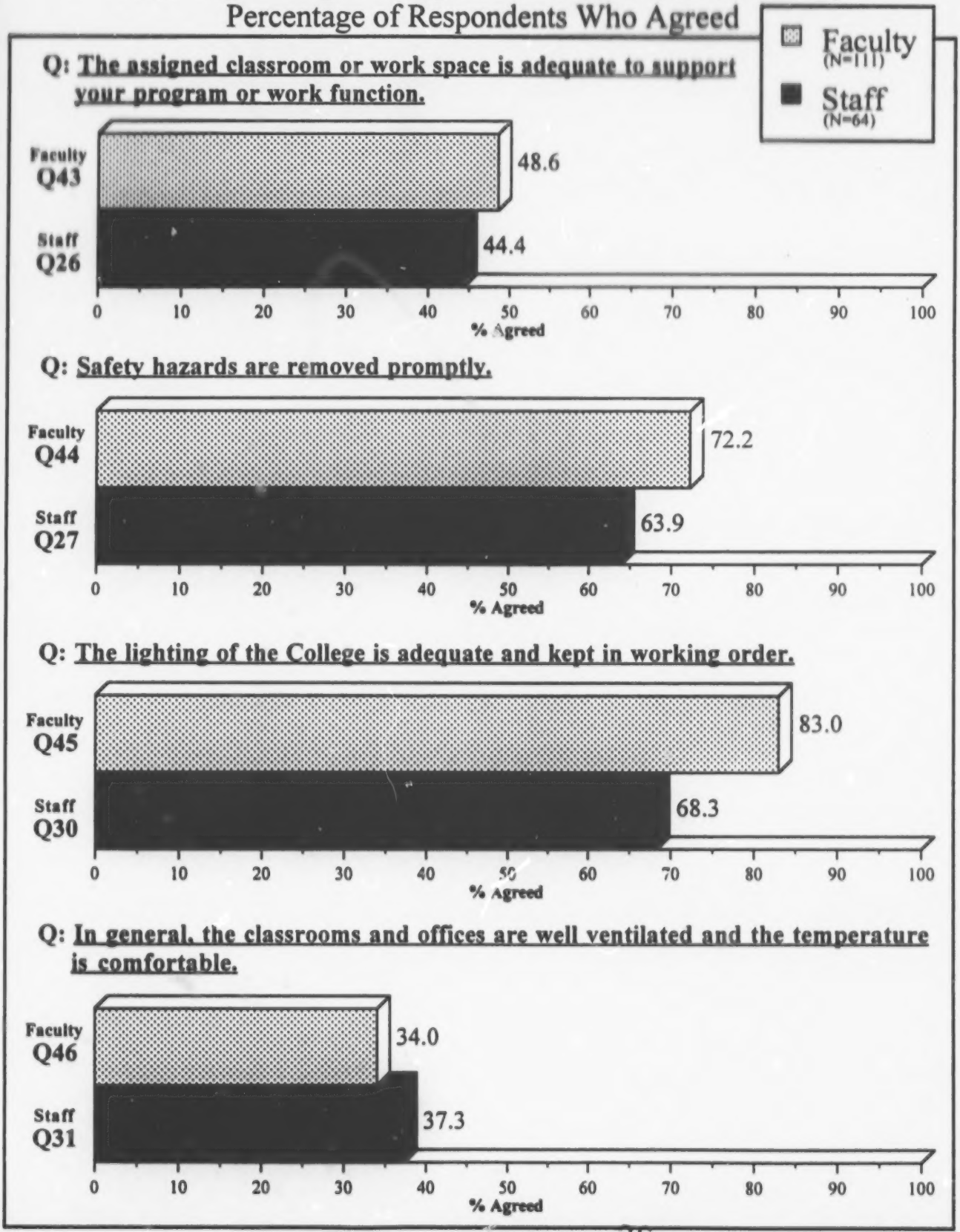
Percentage of Respondents Who Agreed



*Faculty and Classified Staff Campus Climate (CC) Survey, Fall 1995

Percent agreed includes respondents who reported agreed and strongly agreed. Research and Planning December 5, '96

Standard Eight: Physical Resources
1996 City College Faculty and Staff Accreditation Survey
Percentage of Respondents Who Agreed


Faculty (N=111)
Staff (N=64)
Q: The assigned classroom or work space is adequate to support your program or work function.
Faculty Q43
48.6
Staff Q26
44.4
0 10 20 30 40 50 60 70 80 90 100
% Agreed
Q: Safety hazards are removed promptly.
Faculty Q44
72.2
Staff Q27
63.9
0 10 20 30 40 50 60 70 80 90 100
% Agreed
Q: The lighting of the College is adequate and kept in working order.
Faculty Q45
83.0
Staff Q30
68.3
0 10 20 30 40 50 60 70 80 90 100
% Agreed
Q: In general, the classrooms and offices are well ventilated and the temperature is comfortable.
Faculty Q46
34.0
Staff Q31
37.3
0 10 20 30 40 50 60 70 80 90 100
% Agreed

Percent agreed includes respondents who reported agreed and strongly agreed.

STANDARD NINE: FINANCIAL RESOURCES

The institution has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, consistent with its educational objectives.

About half of the faculty respondents indicated that: College guidelines and processes for budget development are clearly defined and followed (50.0%); faculty have opportunities to participate in budget development (48.8%); and the College budget reflects College priorities and planning goals (46.7%). Staff respondents were less likely to agree (34.1%, 20.8%, and 36.6%, respectively).

One in six believed that District resource allocation process is appropriate to support College programs and services (15.4% faculty, 16.7% staff).

Standard Nine: Financial Resources
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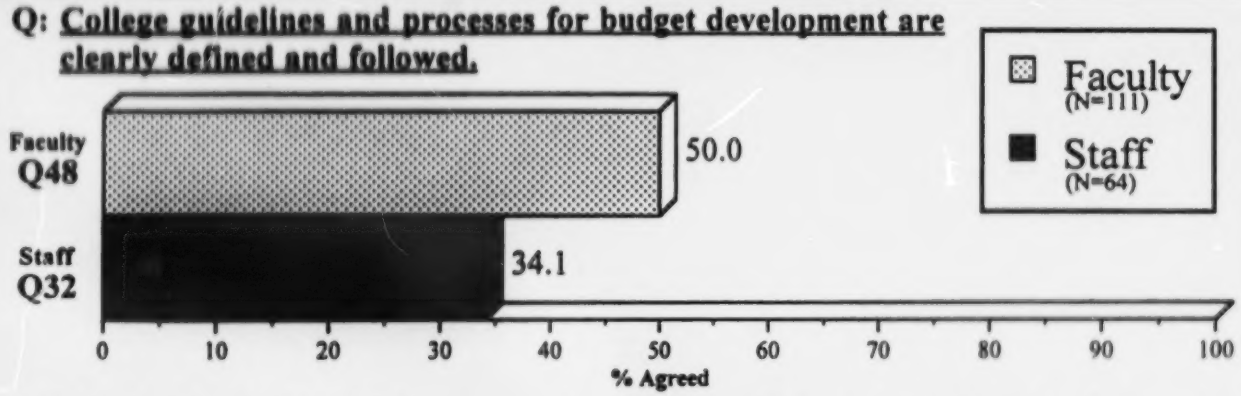
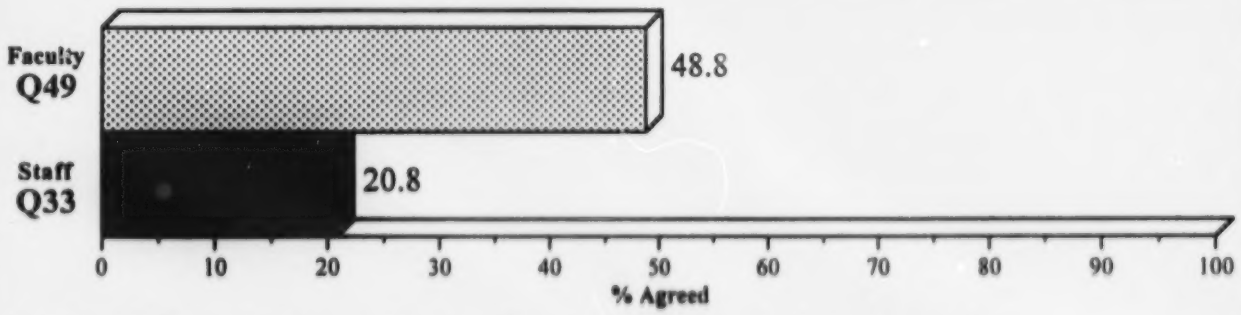
Percentage of Respondents Who Agreed

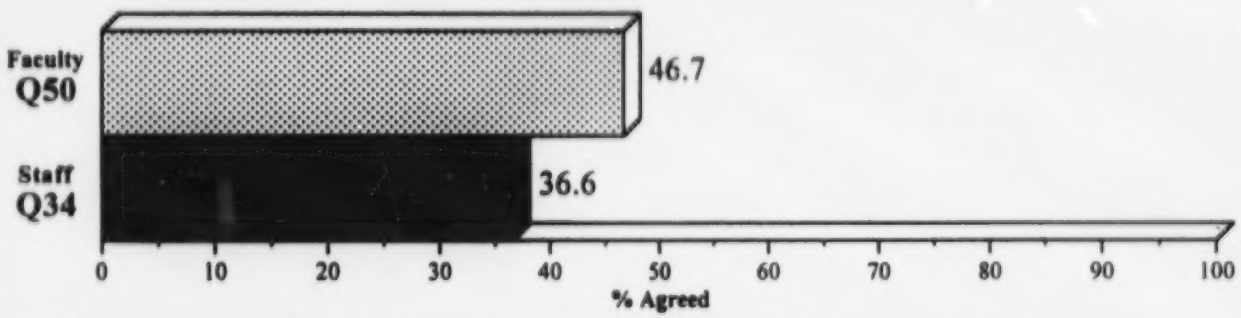
Q: College guidelines and processes for budget development are clearly defined and followed.



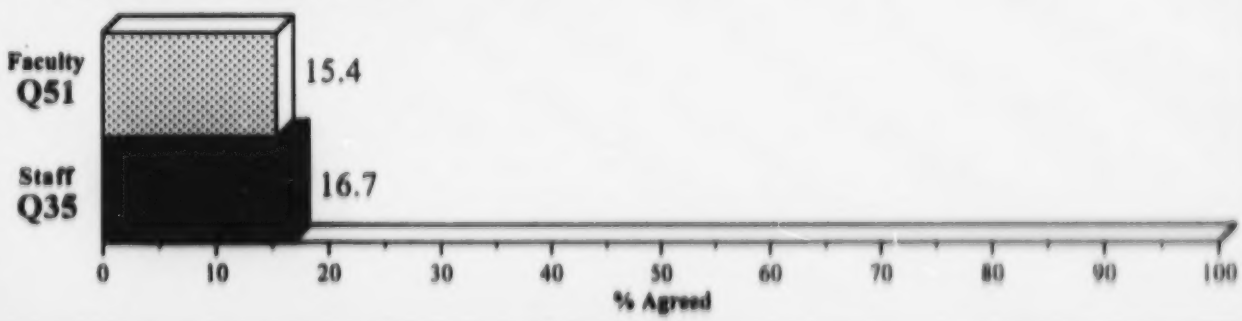
Q: Faculty/classified staff have opportunities to participate in budget development.



Q: The College budget reflects college priorities and planning goals.



Q: The District resource allocation process is appropriate to support college programs and services.



Percent agreed includes respondents who reported agreed and strongly agreed.

Research and Planning December 5, '96

STANDARD TEN: INSTITUTIONAL GOVERNANCE

The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students and facilitate effective communication among the institution's constituencies.

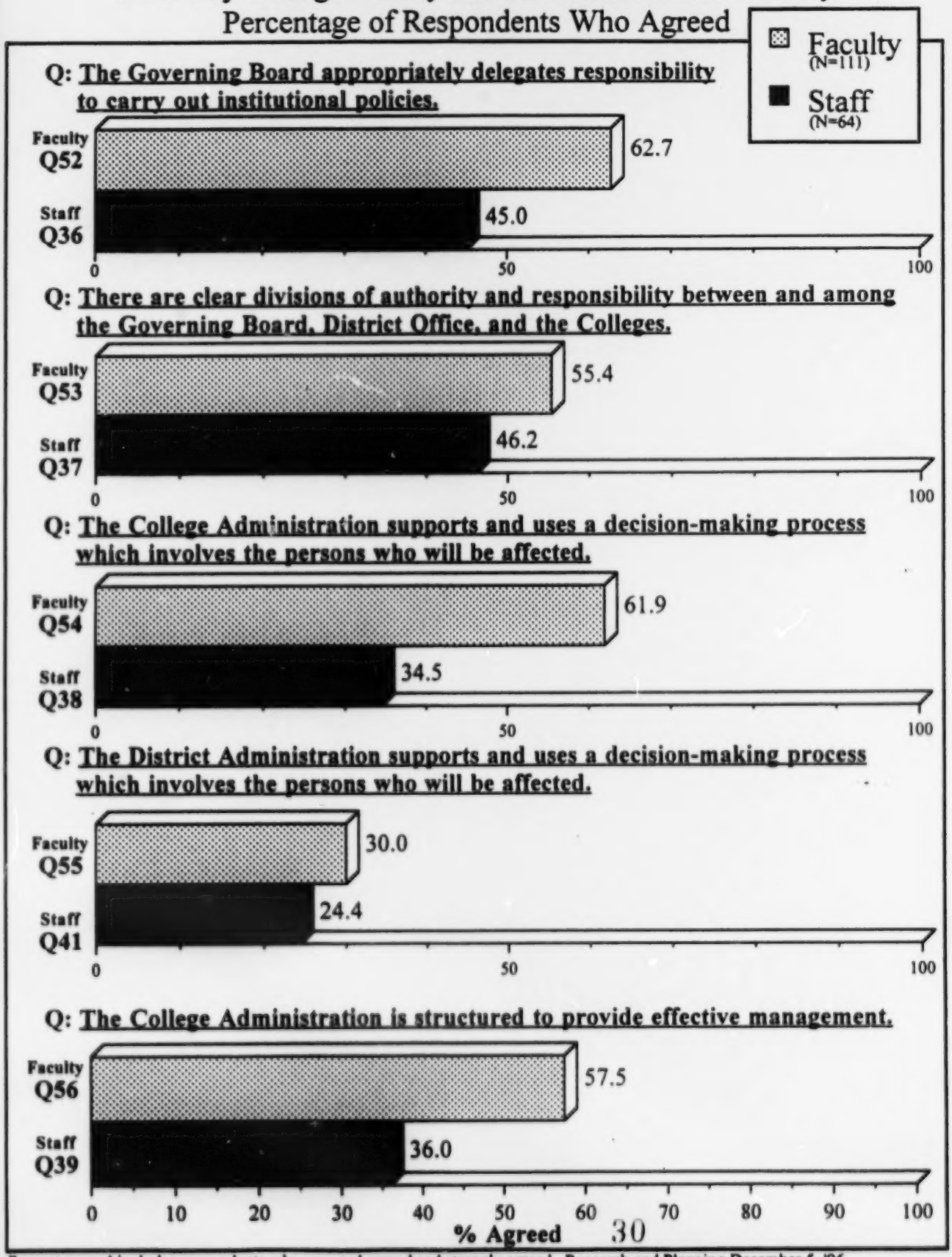
A higher proportion of faculty respondents than staff respondents indicated that the governing board appropriately delegates responsibility to carry out institutional policies (62.7% compared to 45.0% for staff) and that there are clear divisions of authority and responsibility between and among the governing board, district office, and the College (55.4% faculty, 46.2% staff).

Faculty respondents were more likely than staff to believe that the College administration supports and uses a decision-making process which involves the persons who will be affected (61.9% compared to 34.5%) and that it is structured to provide effective management (57.5% compared to 36.0%). Fewer than one-third of faculty and staff believe that the District administration supports and uses a decision-making process which involves the persons who will be affected (30.0% faculty, 24.4% staff) and that it is structured to provide effective management (32.9% faculty, 30.6% staff).

Most of the respondents thought that their respective senate effectively meets its responsibilities (86.2% faculty, 75.6% staff). Faculty respondents were twice as likely as staff to believe that they exercise a substantial voice in matters related to programs and services and College policies (65.6% compared to 29.8%) and that they are sufficiently involved in College policy and decision-making through committee work (86.5% compared to 44.6%).

Eighty percent of faculty respondents were aware of the student's role in various governing planning, budgeting, and policy making bodies, as were 72.3% of staff and 73.5% of students.

Standard Ten: Institutional Governance
1996 City College Faculty and Staff Accreditation Survey
Percentage of Respondents Who Agreed


Faculty (N=111)
Staff (N=64)
Q: The Governing Board appropriately delegates responsibility to carry out institutional policies.
Faculty Q52
62.7
Staff Q36
45.0
Q: There are clear divisions of authority and responsibility between and among the Governing Board, District Office, and the Colleges.
Faculty Q53
55.4
Staff Q37
46.2
Q: The College Administration supports and uses a decision-making process which involves the persons who will be affected.
Faculty Q54
61.9
Staff Q38
34.5
Q: The District Administration supports and uses a decision-making process which involves the persons who will be affected.
Faculty Q55
30.0
Staff Q41
24.4
Q: The College Administration is structured to provide effective management.
Faculty Q56
57.5
Staff Q39
36.0
0 10 20 30 40 50 60 70 80 90 100
% Agreed

Percent agreed includes respondents who reported agreed and strongly agreed. Research and Planning December 5, '96

Standard Ten: Institutional Governance
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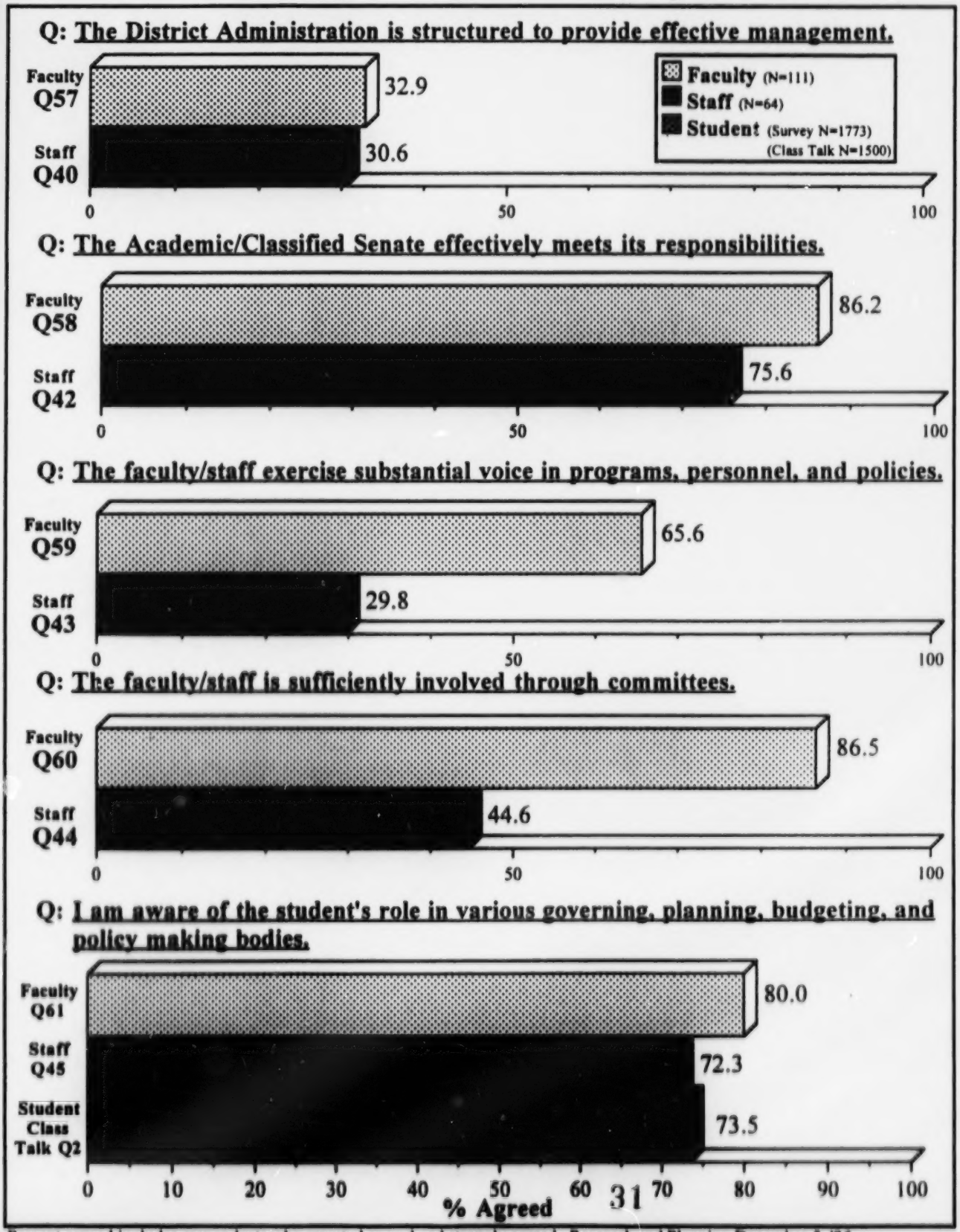

Percent agreed includes respondents who reported agreed and strongly agreed. Research and Planning December 5, '96